

Indiana's Response to Intervention Academy

Piecing Together the RTI Puzzle

Greg Hunt, Laura Fritzen, Pam Upp, Jessica Young Brust

ghunt@lpcsc.k12.in.us

May 12, 2009

Supported by a grant through the Indiana Department of Education and offered through the Collaborative Problem Solving Project at the Blumberg Center at Indiana State University

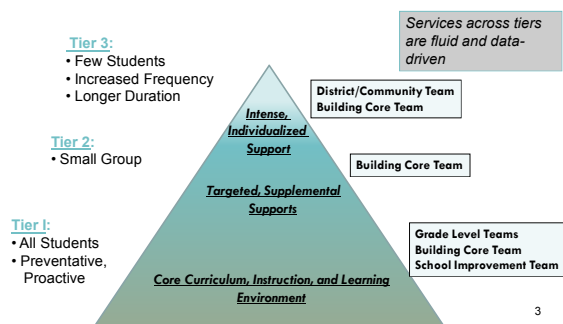
Components to Consider

- ☑ **Leadership**
- ☑ **Evidence-based core curriculum, instruction, & interventions/extensions**
- ☑ **Assessment and progress monitoring system**
- ☑ **Data-based decision making**
 - Cultural responsiveness
 - Family, community & school partnerships

Indiana's Response to Intervention Academy ~ 2008/2009

2

Integrated System for Academic and Behavioral Supports



3

Preview: Connecting My Presentation to Indiana's Vision of RTI

- ☑ **Administrative support**
- ☑ **Differentiation within the core, individual interventions, and leveled groups**
- ☑ **Benchmarks and bi-weekly progress-monitoring**
- ☑ **Interventions driven by data**

Indiana's Response to Intervention Academy ~ 2008/2009

4

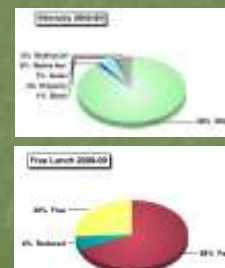
Piecing Together the RTI Puzzle

Kingsbury Elementary School
LaPorte, IN



Kingsbury Demographics

- Principal—Greg Hunt
- Grades—K-5
- Population—399 students
- Gender—204 girls, 195 boys



6

Kylie's Journey



7

Dirty Details: In the Beginning...



- Room in dungeon
- Assistants in hallway
- No materials or direction

8

Scattered Pieces



- Training
- School visits
- 1st two weeks
- Collaboration with assistants

9

Picking Up the Pieces



- Benchmark-test
- Analyze data
- Identify student needs
 - Differentiation within the core
 - Leveled groups
 - Individual Interventions
 - Progress-monitoring
- Create leveled group schedule

10

First Pieces Fall into Place

- Collaborate with classroom teachers
- Assemble resources
- Develop plans
- Begin interventions



11

Our Challenges

- Money
- Space
- Time
- Technology
- Training
- Administration
- Teachers
- Assistants
- Parents



12

Turn and Learn

- What are your challenges?



13

Our Opportunities

- Money—grant
- Space—classroom
- Time—daily leveled groups built into schedule
- Technology—SMARTBoard, computers
- Training—DIBELS
- Administration—support
- Teachers—buy-in, weekly team meetings
- Assistants—hired, trained
- Parents—letters, conferences, progress reports



14

Turn and Learn

- What are your opportunities?



15

Resources— Beg, Borrow, Steal

- Assessment tools
 - DIBELS
 - Running Records
 - Weekly, unit, benchmark, end-of-year tests
- Research-based intervention programs
 - Road to the Code
 - My Sidewalks on Reading Street



16

Resources— Beg, Borrow, Steal

- Textbook series
 - Pearson/Scott Foresman
 - Leveled readers from formerly used series
- Books
 - *Introduction to the 3-Tier Reading Model*
 - *I've DIBEL'd, Now What?*
 - *Road to the Code*



17

Resources— Beg, Borrow, Steal

- Software
 - Study Dog
 - Scholastic Interactive Phonics Readers
- Teacher websites
 - Reading A-Z (readinga-z.com)
 - Scott Foresman Literacy Activities (<http://classroom.jc-schools.net/waltkek>)



18

Resources— Beg, Borrow, Steal

- Interactive websites
 - iknowthat.com
 - starfall.com
 - pppst.com
- Teacher-created materials
 - Flashcards, games, manipulatives
- Title I contacts
 - Teachers, programs, resources



19

Starting to See the Picture

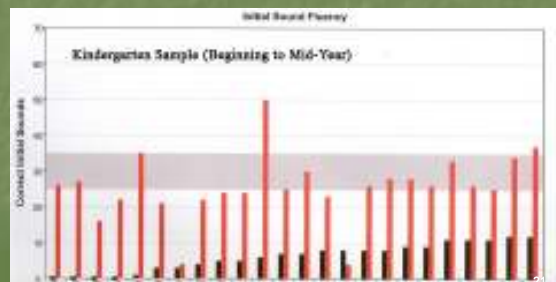
- Drop in number of students tested for Special Education
 - Providing services to meet student needs
 - Not labeling



20

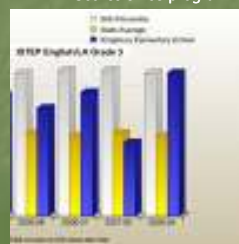
Starting to See the Picture

- Rise in DIBELS scores



Starting to See the Picture

- Rise in ISTEP+ scores
 - English/Language Arts
 - Scores since program inception four years ago



Year	ISTEP+ Grade 3	State Average	King County Elementary School
2000-01	42%	35%	45%
2001-02	48%	38%	52%
2002-03	55%	40%	58%

22

Kylie's Journey Continues



23

Next Challenge: Grades 3-5 Need...



- Greater understanding of K-2 program
- Interventions in upper grades
- Creativity in staffing, schedule, curriculum
- Data to drive instruction

24

Why We Keep Working the Puzzle



- "No time is as precious or as fleeting as the first years of formal schooling. Research consistently shows that children who get off to a good start in reading rarely stumble. Those who fall behind tend to stay behind for the rest of their academic lives."

-Burns, Griffin & Snow, 1999

25

Take Home: Connecting My Presentation to Indiana's Vision of RTI

- ▣ **Administrative support**
- ▣ **Differentiation within the core, individual pulling, and leveled groups**
- ▣ **Benchmarks and bi-weekly progress-monitoring**
- ▣ **Interventions driven by data**

Indiana's Response to Intervention Academy ~ 2008/2009
26

26